Educational Reforms in Afghanistan:

A Sociology Study on Bamyan and Daykundi Provinces

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Introduction

This study is about educational reform in Afghanistan. At first, the study discusses the geographical and historical background of the country. The formation of Afghanistan as a country and the structure of its administration are other issues in this study. The study then focused on modernization in Afghanistan, which started with establishing some governmental institutions in the 19th century. Data collection was done in Afghanistan, and the research area was Bamyan and Daykundi provinces. The primary data for the study is collected through a questionnaire. The secondary data collection focused on documents like books, magazines, journals, and available archives.

The study observed that improvement in education was done during the 20th century in the country but was significant in the Islamic Republic era (2001–2021). Recent enhancements in modern education have created hope for people in terms of building qualified human resources in different fields. Many schools and universities were established in all provinces of the country, and the number of teachers and students was rising. Despite progress, Afghanistan's education system faces various challenges. Ongoing conflict and insecurity in some regions have disrupted access to education. Schools have been burned in many cases, and teachers and students have been threatened or killed in some areas. Poverty, cultural barriers, and lack of qualified teachers are significant challenges. Deprivation of education, discrimination in educational spheres, discrimination in employment, and some other challenges are also addressed in the study.

Geographical Background of Afghanistan

Afghanistan covers an area of 652,000 square kilometers and is geographically located in Central Asia. Tajikistan, Uzbekistan, and Turkmenistan share a border with

Afghanistan to the north. In the west of the country, Iran shares a border with Afghanistan. In the south and east of the country, Pakistan has a border with Afghanistan. The northeast corner of Afghanistan has a border with China (Farhang, 1988).

Historical Background of Afghanistan

From the ancient period, Afghanistan was part of the vast Khorasan territory. This land is known as Vedic civilization around 2500 BCE (Kohzad, 2008; Habibi, 2010). In 2000 BCE, the Avestan culture was established in Balkh. Buddhism spread in Afghanistan during the reign of Ashoka in India between 273-232 BCE. Islam entered Khorasan in 642 CE (Habibi, 2010; Kohzad, 2008).

Formation of a Territory called Afghanistan (1747)

In 1747, Ahmad Shah Abdali established Afghanistan and Timur Shah, Zaman Shah, Shah Mahmud, and Shah Shoja were his successors (Farhang, 1988). Amir Dost Mohammad Khan seized Kabul in 1834 and ended the Abdali dynasty. Afghanistan acquired its independence from British in 1919 (Ghobar, 1996).

Communist Government (1978-1989)

On April 27, 1978, the Communist Party took power, and in 1979, Russia effectively brought its troops to Afghanistan. Since the people had ideological problems with the communist government, they joined Jihadi fighting groups. In 1989, Russian troops evacuated Afghanistan (Mesbahzada, 2009).

Unsuccessful Mujahidin Government (1992-1996)

With the withdrawal of the Soviet army from Afghanistan in 1989, Kabul and most of Afghanistan's provinces became battlegrounds for armed groups. A two-month

interim government was formed in 1992 by Mujahedeen leaders in Pakistan. The first president was Sebghatullah Mujaddadi. After two months, Burhanuddin Rabbani became president for another two months (Musawi, 2008; Tanin, 2005).

The Taliban Rule in Afghanistan (1996-2001)

The Taliban first captured a district near the Pakistan border called Spinboldak in 1994. On December 27, 1996, the Taliban captured Kabul. By early 2001, the Taliban had dominated most of Afghanistan's provinces (Faiyaz, 2008).

U.S. Invasion and the Formation of the Islamic Republic (2001-2021)

After September 11, 2001, Afghanistan witnessed heavy U.S. air and missile attacks. On November 13, 2001, the Taliban were forced to evacuate Kabul. On November 27, 2001, a conference to establish an interim government was organized in Bonn, and they formed a provisional government led by Hamid Karzai (Musawi, 2008). Afghanistan's first presidential election was held in 2004 under the supervision of international and domestic observers.

Ethnic Groups in Afghanistan

The population of Afghanistan consists of nearly 55 ethnic groups. Among all the ethnic minorities, the people of four minorities are higher than the others: Pashtuns (38%), Tajiks (25%), Hazaras (19%), and Uzbeks (19%). Accurate data is difficult to obtain due to the lack of a census (Van, 2007; Mazhar et al., 2012; Thomas, 2019).

The Socioeconomic Condition of Afghanistan

During the Islamic Republic's government, the following were four of the most essential segments in the country:

Mine: Afghanistan's most significant asset is its mine, which remains largely intact. So far, mining in Afghanistan has been limited to some coal mines used only for fuel (Byrd & Gildestad, 2001). Important mining in Afghanistan includes lead, zinc, lithium, marble, sulfur, copper, gold, and iron. The energy resources are natural gas and petroleum (Akrami, 2017).

Agriculture and Livestock: Agriculture is one of the country's most important income sources. Most agricultural-related occupations involve small sectors that can only save people's lives (Breede, 2008; Kawasaki et al., 2012).

Developing Aid: In 2001, $85 billion was one of the most significant donations to Afghanistan. By 2011, $70 billion had been spent on Afghanistan. Development aid aimed to reduce poverty, boost long-term investment, and promote sustainable economic growth (Nasery, 2014). Progress in the education sector was one of the main goals for donors.

Trade: Afghanistan is not industrialized, so the country relies on imports and exports, and the most important exports include fruits, carpets, herbs, potatoes, wool, and cotton (Wani, 2019). The country imports machinery, flour, wheat, technological instruments, and other items. From 2014 to 2021, Afghanistan signed trade agreements with India, China, Tajikistan, Uzbekistan, Turkmenistan, and Iran (Kakar, 2020).

Provinces in Afghanistan

Afghanistan has 34 provinces. The provinces have been created to manage financial and human resources, control taxes, and provide social services (Mojaddadi et al., 1999).

Bamyan province

Bamyan is a mountainous province that is located in the center of Afghanistan. The ancient history of the region is closely linked to traders and pilgrimages. Bamyan has an area of 17,414 square kilometers, and its population is estimated at 486,928 people. Bamyan is divided into eight administrative districts: Bamyan Center, Yakawlang number 1, Yakawlang number 2, Shibar, Saighan, Kahmard, Panjab, and Waras, with a total of about 2000 villages (Lali et al., 2020; Wily, 2004).

Daykundi province

Daykundi province is located in the country's central region. Daykundi covers 18,088 square kilometers with 2,846 villages and has a population of over 630,000 people. The nine official districts are Ashtarlay, Kijran, Khider, Kiti, Meramor, Shahrestan, Sangtakht-o-Bandar, Nawamish, and Nilli. Agriculture, horticulture, livestock, and trade are essential sources of income (Hassan, 2018; Samoon et al., 2012).

The Statement of the Problem

Afghanistan's modern education system has experienced many ups and downs. Education has sometimes become a tool for explaining the beliefs and philosophy of the ruling team. However, the Islamic Republic government worked on the education system for twenty years (2001–2021) and significantly improved the educational system, but there were still many challenges. There are many provinces where people do not know about the significance of education. This study has considered Bamyan and Daykundi provinces in Afghanistan as samples and aimed at clarifying factors that have contributed to the country's education flaws. The study also focuses on major works that have been done during the last twenty years.

Objectives of the Study

The study aims to analyze and understand the impact of educational reforms in Afghanistan. The specific objectives of the study are:

1. To study the nature of the educational system in Afghanistan.
2. To assess the educational attainment of youth in Afghanistan.
3. To analyze the employment prospects of the graduates in Afghanistan.
4. To study the problems and significant challenges of education in Afghanistan.
5. To draw some specific guidelines for the future educational system in Afghanistan.

Research Methodology

The study was conducted in Afghanistan. The country contains 34 provinces, and this study was conducted in Bamyan and Daykundi provinces. The primary data for the study is collected by questionnaire. A sample of 350 respondents was selected through purposive sampling from among U.G., Graduates, P.G., teachers, and stakeholders.

The secondary data collection was focused on documents like books, magazines, journals, and the available archives; the collected data were analyzed and processed using computer assistance and submitted in the thesis form. The data were analyzed using appropriate statistical measures like mean, frequency, and percentage (MS Excel and SPSS were used for descriptive statistics). The research study is organized into five Chapters.

While the percentage of each Likert scale will be reported in tables, the *strongly agree* and *agree* points would be interpreted as *agree*, and the *strongly disagree* and *disagree* points would be interpreted as *disagree.*

Limitations

1. This research has been done about educational reform in Afghanistan, and it does not apply to other geographical areas because society, culture, ethnic composition, challenges, and other specifications are unique to the country.
2. This study revealed some sociological aspects of the educational system in Afghanistan, and many perspectives could be examined in the study of the educational system in the country, such as historical backgrounds, political aspects, economic effects, and so on. So this study cannot cover all possible perspectives on education in Afghanistan.

Chapterization

As chapterization is a way to structure and present the research work logically and coherently, the thesis is presented in five chapters as follows:

Chapter I Introduction: This chapter discusses Afghanistan's geographical, historical, and economic background. It also includes a statement of the problem, objectives, and a summary of the methodology. The chapter attempts to highlight significant changes during the history of Afghanistan. Bamyan and Daykundi provinces, among the 34 provinces of Afghanistan, were introduced as research areas.

Chapter II Review of Literature: This chapter covers the old education system, Islamic education, and the emergence of a new one. Education during the Islamic Republic government (2001–2021) has been concidered as the most effective in all sectors, especially education. The chapter also discussed about some challenges on education.

Chapter III Demographic Profile: Demographic aspects concentrate on influential variables like gender, age, level of education, job, family size, and yearly income.

Chapter IV Educational Reform in Afghanistan: Major issues in this chapter are discuassed such as effects of education on changing attitueds and fostering unity among people, accessibility of girls to education, graduates employment, and challenges in education.

Chapter V Major Findings, Recommendations, and Conclusion: This chapter contains the study's major findings. The influences of educational institutions on society have been discussed regarding changing students' attitudes. The chapter identified the presence of girls in educational institutions, facilities in educational institutions, quality of teachers, and some challenges. Chapter Five ended with some recommendations and a conclusion.

Literature Review

Old System of Education

Before the emergence of Islam in Afghanistan in the 7th century, different areas of the country were ruled by several local rulers with different languages and cultures. When Islam reached Afghanistan, Islamic education gradually replaced other education systems (Khwajamir, 2016; Kohzad, 2008; Habibi, 2010).

From the 7th century to the 19th century, Islamic education was the dominant education system in Afghanistan. According to Samady (2001), many learning centers were established in cities such as Balkh, Herat, and Ghazni during the Islamic period.

People were educated in religious schools (Masjids or Madrassas) by Islamic teachers known as Mullahs (Baharustani, 2012; Sallah, 2016).

The Emergence of Modern Education

During the reign of Amir Sher Ali Khan (1863–1878), Afghanistan began its first modernization efforts. Two modern schools were formally established in Kabul in 1875: civil and military (Sherzad, 2017; Kamgar, 2008). Modern education was reinstated by Amir Habibullah Khan (1901–1919) (Panjsheeri, 2017; Baiza, 2013).

In 1919, Shah Amanullah came to power and extended education to other provinces. During the reign of Amanullah, the Ministry of Education was established in 1922 (Kamgar, 2008; Pnjsheeri, 2017; Varadag, 2016). During Amanullah Khan's reign, education became favourable for women, and foreign professors were hired to teach in Afghan schools. Financial aid was provided to poor students (Panjsheeri, 2017).

Nader Shah came to power in the country in 1932 and generalized the primary schools (Kamgar, 2008). More than 322 primary schools were opened in all country provinces (Spink, 2006). During Mohammad Dawod's rule (1973–1988), the education budget was increased, and more attention was paid to establishing new schools and their equipment (Kamgar, 2008). According to Kamgar (2008) and Sherzad (2017), the Ministry of Higher Education was created in 1977. When the Communist regime came to power in October 1978, educational institutions used all their research and scientific activities to realize the ideals of the new system and socialism (Kamgar, 2008). The Communist regime emphasized the full equality of men and women in all social, political, and economic arenas (Sokhanwar et al., 2018).

The Mujahedeen came to power in 1992 and showed a remarkable increase in the number of students in elementary and secondary schools (Spink, 2006). But soon, the conditions changed, and there was large-scale migration from Afghanistan (Panjsheeri, 2017; Vardag, 2016). When the Taliban arrived in Afghanistan in 1996, all secondary and high schools closed because they argued that education was different and that participation in Jihad was a priority (Panjsheeri, 2017).

Following the overthrow of the Taliban in 2001, the international community pledged its full support to Afghanistan's reconstruction. The education system has been highlighted as one of the favourable areas for post-conflict support (Spink, 2005). In the spring of 2002, 4 million students entered the educational institution (Vardag, 2016). The Ministry of Education has created a special task force to develop primary education curricula, which was mandated in 2004 for grades 1 and 6. The team completed the secondary and high school curriculum (grades 7–12) in 2006 (Georgescu, 2007).

The Ministry of Higher Education launched a staff development, rehabilitation, and reconstruction program in 2002 (Samady, 2013). The ministry completed the National Higher Education Strategic Plan for 2010–2014 in 2009. Its two main objectives were to expand access and enhance quality, emphasizing curriculum, governance, faculty growth, and facilities (Hayward & Babury, 2015; Berger & Thoma, 2015).

Reforms and Policies on Education in Recent Years

Inclusive and child-friendly education policy

Afghanistan is committed to the world community by offering educational opportunities to all the children around the country. Promoting inclusive education is one of the essential policies of the Ministry of Education. The inclusive education policy aims

to establish schools in every region of Afghanistan, especially for marginalized groups (Inclusive and Child-friendly Education Policy, 2014).

Girls' Education Policy

The Ministry of Education has prepared an education policy for girls to support girls following the Constitution of Afghanistan and the Education Law. According to the Constitution and the Education Law, the education of girls and boys up to the ninth grade is compulsory. The Ministry of Education has a policy that favours the gender equality index in all academic courses (Girls' Education Policy, 2019).

Table 1: Students in schools and universities during the last five years of the Islamic Republic Government

Students in Schools and Universities in 2017			
Gender	Boys	Girls	Total
Students in General Educational Schools	5,099,147	3,296,689	8,395,836
Students in Universities	275,431	90,444	365,875
Students in Schools and Universities in 2018			
Gender	Boys	Girls	Total
Students in General Educational Schools	5,205,392	3,327,911	8,533,303
Students in Universities	286,310	100,468	386,778
Students in Schools and Universities in 2019			
Gender	Boys	Girls	Total
Students in General Educational Schools	5,902,925	3,685,663	9,588,588
Students in Universities	310,369	114,252	424,621
Students in Schools and Universities in 2020			
Gender	Boys	Girls	Total
Students in General Educational Schools	5,735,640	3,733,866	9,469,506
Students in Universities	306,155	123,635	429,790
Students in Schools and Universities in 2021			
Gender	Boys	Girls	Total
Students in General Educational Schools	5,768,596	3,732,633	9,501,229
Students in Universities	246,180	102,630	348,810

Source: Statistical yearbooks (2017,2018,2019,2020,2021)

Policy of Ministry of Higher Education

The Ministry of Higher Education policy has been developed based on the country's higher education law. It has been designed to improve the quality of higher education and strengthen human resources. This policy has determined specific responsibilities for all academic and staff members to participate in education actively. One of the Ministry of Higher Education's crucial policies is promoting education, research and service activities (Policy of Higher Education, 2014; Abdulbaqi, 2009).

Data Analysis

Demographic Profile

The sample size of respondents in this research is 350, which is 269 males and 81 females. The demographic profile concentrated on age group, marital status, religious sect, mother tongue, ethnic group, education qualification, study stream, occupation, family size, and annual income.

Influences of Educational Institutions on Changing Attitudes

Table 2: The Effects of Educational Institutions on Changing Students' Attitudes

	Frequency	Percentage
Strongly agree	16	4.60%
Agree	198	56.50%
Neutral	65	18.60%
Disagree	68	19.40%
Strongly disagree	3	0.90%
Total	350	100

According to the data, educational institutions (61.1%) mainly changed students' attitudes. Educational institutions provide structured learning opportunities for students,

allowing them to obtain information and better understand numerous subjects. Educational institutions bring students from all backgrounds together, encouraging interaction and exposure to different cultures, ideas, and opinions. This exposure can foster tolerance, empathy, and respect for others, resulting in more accepting attitudes.

Education and Fostering Unity

The study observes that the majority (54.9%) of respondents agreed that educational institutions effectively fostered unity in the country. Students from many cultural, ethnic, religious sects and social backgrounds attend educational institutions. This exposure links students to classmates with diverse ideas, cultures, and experiences. Finally, they will respect variety by establishing meaningful relationships and facilitating dialogue, which can lead to greater social harmony.

Table 3: The Effects of Educational Institutions in Fostering Social Unity

	Frequency	Percentage
Strongly agree	25	7.1%
Agree	167	47.8%
Neutral	74	21.1%
Disagree	82	23.4%
Strongly disagree	2	0.6%
Total	350	100

Presence of Girls in Educational Institutions

The study shows that most respondents (64.5%) agreed that girls attended educational institutions like boys. During the Islamic Republic, the constitution respected women's rights. In many provinces, girls could study in educational institutions without

any obstacles. They were employed in all governmental and non-governmental institutions. Many girls went abroad to continue their studies.

Table 4: Concerns about the Presence of Girls in Educational Institutions alongside Boys

	Frequency	Percentage
Strongly agree	61	17.4%
Agree	165	47.1%
Neutral	58	16.6%
Disagree	64	18.3%
Strongly disagree	2	0.6%
Total	350	100

Facilities in Educational Institutions

Data indicates drinking water is available in most educational institutions (71.43%). Access to drinking water at Afghan educational institutions varies depending on the institution's finances and geographical areas. The study observes fewer educational institutions (26%) have study halls. Many Afghan universities and colleges offer separate study rooms or libraries where students can study and access resources. In some high schools, students had specific study halls or facilities. The data shows fewer educational institutions (20.86%) have sports spaces. Sports spaces for educational institutions in Afghanistan are available depending on the type, size, location, and available resources.

Few educational institutions (18.86%) have health centers. Many universities and colleges in Afghanistan have health centers or medical clinics. Some schools, significantly larger and better-equipped ones, feature basic health facilities or first aid rooms. The data indicates that a low number of educational institutions (12.57%) have Internet access. The Internet's availability in Afghan educational institutions has

considerably improved in recent years. However, there are differences depending on the institution, region, and available resources. Many Afghan colleges and higher education institutes have internet access on their campuses.

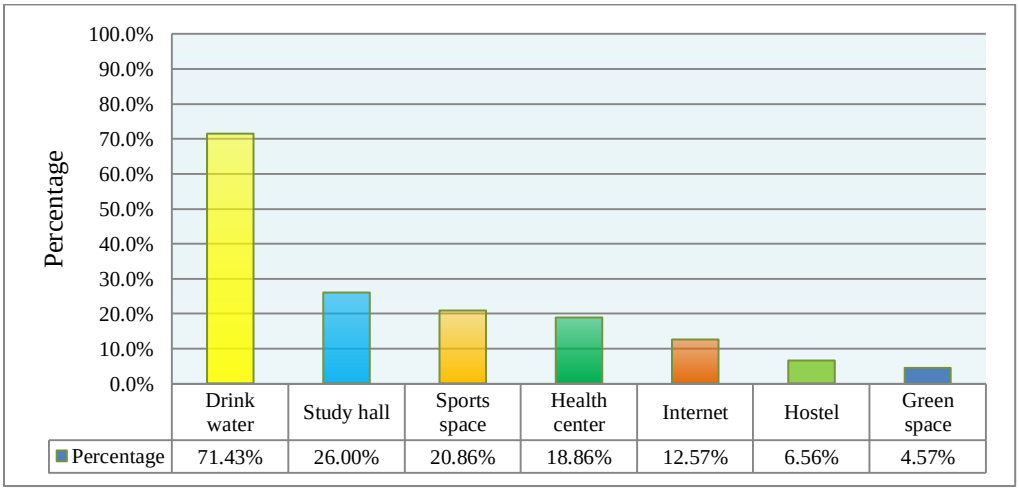


Figure 1: Facilities that Educational Institutions Have

The study observes that fewer educational institutions (6.56%) have hostels. Many Afghan colleges and higher education institutes have hostels. The data shows that very few educational institutions (4.57%) have green space. The availability and quality of green spaces, in educational institutions, vary depending on their resources.

Quality of Teachers

Table 5: Quality of Teachers to Teach and Manage Classes

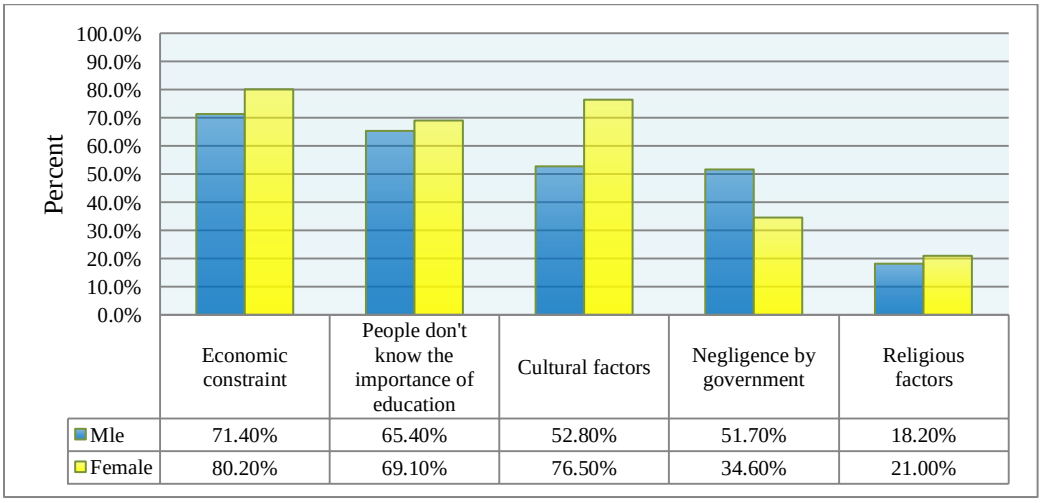
	Frequency	**Percentage**
Strongly agree	3	0.9%
Agree	75	21.4%
Natural	87	24.9%
Disagree	175	50.0%
Strongly disagree	10	2.8%
Total	350	100

The data reveals that 52.8 percent of respondents disagree with the quality of teachers. Teachers' quality in Afghanistan varies according to their degree of education and the unique requirements of their educational institutions. The availability of the following problems is concerned with the teachers' quality: a) Lack of knowledge; b) Applying old methods in teaching; c) Failure to develop creativity; d) Relying on memorization of facts instead of creativity.

Barriers to Accessing Education

The data shows that economic constraints (71.4% to 80.2%) were at the top of the barriers to education. Payments like fees, clothing, transportation, and other items are expensive for low-income families. So, in many cases, students are involved in family income and are deprived of quality education.

Most people (65.4% to 69.5%) do not know about the importance of education. There are fewer resources and opportunities for people in distant or marginalized regions to comprehend the long-term benefits of education. The data reveals cultural factors as barriers (52.8% to 76.5%) in educational institutions.



	Economic constraint	People don't know the importance of education	Cultural factors	Negligence by government	Religious factors
Mle	71.40%	65.40%	52.80%	51.70%	18.20%
Female	80.20%	69.10%	76.50%	34.60%	21.00%

Figure 2: Factors Influencing the Inaccessibility of Education

In some areas, boys and girls were forced to study in the same class due to a lack of infrastructure, which is contrary to tribal culture. According to data, some respondents (51.7% to 36.6%) asserted negligence by the government as a barrier to education. The absence of experienced teachers, suitable facilities, and a lack of budget were all significant problems. The religious factor represents a barrier (18.2% to 21.0%) to education. Some conservative interpretations of Islam emphasize gender segregation.

School Burning

The data shows that schools burned down in some areas (18%). In some tribal areas, constant opposition is against the schools. Extremists attack schools as they think they are the basis of cultural segregation.

Security Threats

The survey data indicates that some (30%) educational institutions faced security threats. Some students and teachers left educational institutions due to security concerns. In some conservative areas, parents prevent their children from attending school because of security threats (Whitsel & Mehran, 2010; Sallah, 2016).

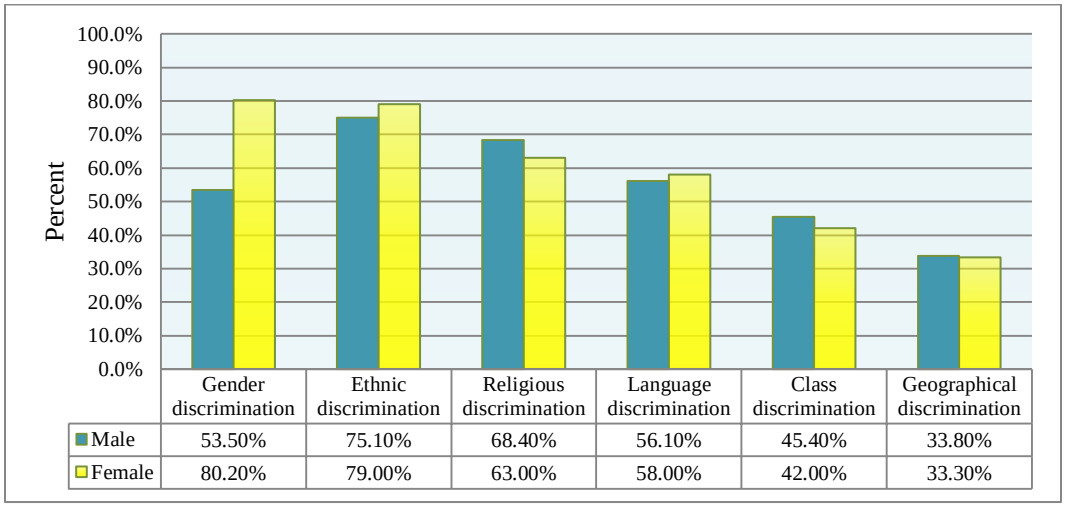
Discrimination

Afghanistan has different ethnic groups, followers of diverse religious sects, and different language speakers. According to the survey data, discrimination is confirmed in large numbers (98%) of educational institutions.

Types of Discrimination

The data shows that ethnic discrimination is available in many (75% to 79%) educational institutions. Ethnic discrimination leads to unequal access to education, with

specific ethnic groups facing problems and limits in accessing educational opportunities. According to the survey data, gender discrimination occurs in many (54% to 80%) educational institutions.



	Gender discrimination	Ethnic discrimination	Religious discrimination	Language discrimination	Class discrimination	Geographical discrimination
Male	53.50%	75.10%	68.40%	56.10%	45.40%	33.80%
Female	80.20%	79.00%	63.00%	58.00%	42.00%	33.30%

Figure 3: Types of Discrimination in Educational Institutions

The data indicates that religious sect discrimination is available in a considerable number (68% to 63%) of educational institutions. Given the country's religious sect variety, religious discrimination in educational institutions is a concern in Afghanistan. According to the survey data, language discrimination happened in more than half (56% to 58%) of educational institutions. Due to the country's linguistic diversity, language discrimination in educational institutions is a serious issue in the country.

Data reveals that less than half of educational institutions (47% to 42%) are places where people commit class discrimination. Socioeconomic gaps limit students' access to excellent education and opportunities. Students from lower socioeconomic groups face difficulties such as excessive school fees, a lack of transportation, inadequate school facilities, and a lack of resources. The study observes that geographical discrimination happens in some (34% to 33%) educational institutions. Remote and rural locations

frequently confront obstacles such as inadequate infrastructure, a lack of schools, extensive travel distances, and limited finances.

Distance

The data indicates that in some cases (25.43%), there was a distance of 1 km from students' residences to educational institutions. Students in Afghanistan face challenges due to the distance between educational establishments and their homes. According to the data, the distance of less than half (49.43%) of educational institutions and student residents is 1–5 km. Distances between educational institutions and students' homes lengthen travel time. This matter is physically worn and causes exhaustion, particularly for small children. The study revealed that some (34.86%) educational institutions had a distance of 6–10 km from students' residences. Travelling is frequently expensive for students and their families.

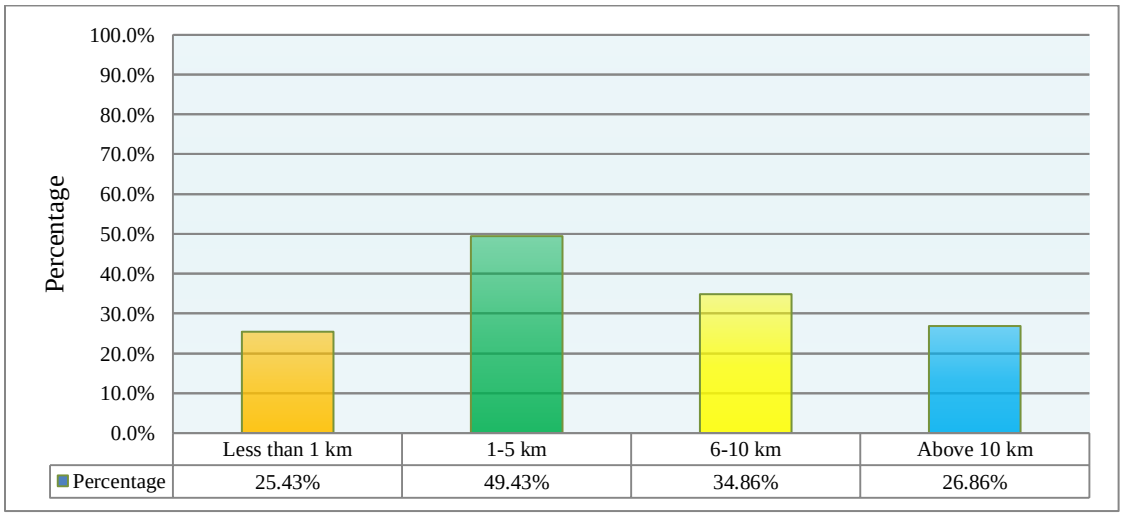


Figure 4: Distances between the Educational Institution and the Student's Residence

The study observed that in some cases (26.86%), there was a distance of more than 10 km from students' residences to educational institutions. The procedure of the

Ministry of Education says that the distance between elementary schools for students should not be more than three kilometers. The procedure continued: the distance between two secondary schools is set at eight kilometers, and between high schools is set at more than eight kilometers. The Ministry of Education had little success with all its efforts to implement the procedure during the last twenty years (Andishmand, 2011).

Deprived of Education due to the Distance

The survey data indicates that some students (22%) were deprived of education due to the distance between educational institutions and their resistance. Long distances, a lack of transportation options, and unsafe road conditions can all hinder children from attending school regularly.

Alternatives for Education

The study showed that some students, deprived of education, went about their daily lives and provided a living for their families. Some joined the army or police to earn more money and have a job guarantee. However, most young people have migrated to other countries. The internal replacement was also an option for those who lacked education. Unfortunately, some young people have also been addicted to drugs.

Table 6: Alternatives for Education

Alternative	Percentage
Daily labour	23%
Join army or police	24%
Migrate to another country	28%
Migrate inside the country	11%
Become addicted	13%

Employment

According to the data, few respondents were (4%) satisfied with graduates' employment, but more respondents (58%) felt fewer graduates get employed. Afghanistan has significant problems regarding graduate employment possibilities, mainly owing to frequent hostilities, political instability, and economic difficulties.

Table 7: The Extent that Graduates Get Employed

	Frequency	Percentage
Very much	0	0
Much	14	4.0%
Average	133	38.0%
Less	126	36.0%
Very less	77	22.0%
Total	350	100

Afghanistan has struggled to develop an effective job market, resulting in a scarcity of work opportunities for graduates. The data shows that some respondents (38%) believed that graduates' employment in Afghanistan was average.

Unemployment and Challenges

The study reveals that more than half of respondents (52.3%) believed that the cause of unemployment for graduates was the unavailability of sufficient jobs. Due to extended hostilities, political uncertainty, and economic difficulties, Afghanistan has faced considerable unemployment concerns. Employment prospects may differ between rural and urban areas. The study shows that most respondents (74.6%) indicated that social discrimination was the main cause of unemployment. Discrimination based on ethnic, religious sects, and tribal groups has limited employment possibilities for specific

individuals or communities. The study observes that more respondents (70.9%) pointed out that the government could not absorb all graduates. Government institutions can not absorb all graduates because many students graduate every year and present as new workforces. Still, vacancies in governmental institutions are not growing.

Table 8: Unemployment of Graduates and Some Causes

Causes for Graduates' Unemployment	N/Valid No	Frequency	Percentage
Jobs are not available as per graduates	350	183	52.3%
Social discrimination	350	261	74.6%
Government institutions can't absorb all graduates	350	248	70.9%
No initiative for private jobs	350	112	32%
Less wage that can't attract	350	108	30.9%

The data reveals that some respondents (32%) stated there was no initiative for private jobs. The Afghan government has undertaken efforts to foster private sector growth, but challenges exist in the business environment. The study observes that fewer respondents (30%) indicated that lower wages were the cause of unemployment.

Discrimination in Employment

According to the data, 99 percent of the respondents reported discrimination in employment across the country. Dominant religious sects, dominant speakers of specific languages, or dominant ethnic groups interfered in hiring by sending their unqualified advocates or family members to get positions.

Programs of Government

The data indicates that some respondents (40.9%) stated that the government encouraged private sectors to employ graduates. During the Islamic Republic

government, initiatives have been made regarding fostering private sectors, and comprehensive attention has been given to technical, vocational, and educational training to create new jobs (Mirza, 2017; Cusack & Malmstrom, 2011; Gul et al., 2019).

Table 9: Programmes of Government for Graduates

Programs that the government has initiated for graduates	N/Valid No	Frequency	Percentage
Encouraged private sectors to employ graduates	350	143	40.9%
Employed graduates in governmental jobs	350	192	54.9%
No action has been don	350	179	51.1%
Loan facilities	350	121	34.6%

According to the data, more respondents (54.9%) indicated that the government employed graduates in governmental jobs. Both the government and private sectors did not have vacancies for all graduates. Many (51.1%) respondents expressed dissatisfaction with the government's efforts to create jobs for unemployed graduates. The data shows that fewer respondents (34.6%) mentioned that the government loaned facilities to graduates to create jobs for them. Sultani (2021) believes distributing money and facilities from microfinance allows families to earn.

Major Findings

Demographic Aspects

This section discusses the respondents' professional and personal information. The sample size of respondents in this research is 350. The data revealed that 73 percent of respondents were male, and 27 percent of them were female. The demographic profile

concentrated on age group, marital status, education qualification, occupation, family size, and annual income.

Influence of Educational Institutions on a Society

The study revealed that educational institutions were changing students' attitudes by widening their viewpoints, challenging preconceived beliefs, and encouraging critical thinking. The study observed that the majority of respondents agreed that educational institutions effectively fostered unity in the country.

Challenges of Education

Facilities in Educational Institutions

Data indicated drinking water was available in most educational institutions, but some educational institutions suffered a shortage of study halls. The data showed fewer educational institutions had sports spaces, and few educational institutions had health centers. The data indicated that a low number of educational institutions had Internet access, and fewer educational institutions had hostels. The data showed that most educational institutions were facing a shortage of green spaces.

Quality of Teachers

The data revealed that 52.8 percent of respondents disagreed with the quality of teachers. The following problems were concerns with the teachers' quality: lack of knowledge, applying old methods in teaching, failure to develop creativity among the students, and reliance on memorization of facts.

Barriers to Accessing Education

The data showed that economic constraints were at the top of the barriers to education, and another challenge was that most people in the country did not know about the importance of education. There are fewer resources and opportunities for people in distant or marginalized regions to comprehend the long-term benefits of education. The data revealed cultural factors were important barriers in educational institutions, and in some cases, negligence by the government and religious factors were considered barriers to education.

Problem of Distance from Students to Educational Institutions

The data indicates that in some cases, there was a distance of 1 km from students' residences to educational institutions or 1–5 km. The study revealed that some educational institutions had a distance of 6–10 km from students' residences, and in some cases, there was a distance of more than 10 km from students' residences to educational institutions. Distances between educational institutions and students' homes lengthen travel time. This matter is physically worn and causes exhaustion, particularly for small children.

Deprived of Education due to the Distance

The survey data indicated that some students were deprived of education due to the distances between educational institutions and their resistance. Long distances, a lack of transportation options, and unsafe road conditions can all hinder children from attending school regularly. Students from low-income families encounter additional obstacles as a result of the distances.

Discrimination and Security Threats

According to the survey data, discrimination is confirmed in many educational institutions, but fewer institutions face security threats. Some students and teachers left educational institutions nationwide due to security concerns. The data showed that schools burned down in some conservative areas.

Alternatives for Education

The study observed that many respondents mentioned that people who can't attend schools or universities migrate to other countries or attend daily labour. The data indicated that several respondents asserted that deprived people of education joined the army or police, but some of them became addicted. And finally, fewer respondents believed that deprived young people of education were replaced inside the country.

Girls Educational According to Survey Data

The survey data showed that most respondents agreed that girls attended educational institutions like boys. In many provinces, girls could study in educational institutions without any obstacles. They were employed in all governmental and non-governmental institutions.

Employment

The study observed that unstable economic resources and security crises led to a fragile situation for the country. In recent years, universities, higher education institutions, teacher training, technical and vocational institutions, and technical and medical sciences institutions have graduated many workers yearly. However, the

government has been unable to create new jobs and opportunities for graduates, so if some jobs were created, they were insufficient to employ all graduates.

Unemployment and Challenges

The study revealed that more than half of respondents (52.3%) believed that the cause of unemployment for graduates was the unavailability of sufficient jobs, but most respondents indicated that social discrimination was the main cause of unemployment. The study observed that more respondents pointed out that the government could not absorb all graduates, and some respondents also stated there was no initiative for private jobs. According to the study, fewer respondents indicated that lower wages were the cause of unemployment.

Discrimination in Employment

According to the data, 99 percent of the respondents reported discrimination in employment across the country. Dominant religious sects, dominant speakers of specific languages, or dominant ethnic groups interfered in hiring by sending their unqualified advocates or family members to get positions.

Programs of Government

The data indicates that some respondents stated that the government encouraged the private sector to employ graduates, but more respondents indicated that the government employed graduates in governmental jobs. Both the government and private sectors did not have vacancies for all graduates so many respondents expressed dissatisfaction with the government's efforts to create jobs or other related activities for

unemployed graduates. The data shows that fewer respondents mentioned that the government loaned facilities to graduates to create jobs for them.

Recommendations:

1. *Enhance Access to Education:* Increase access to quality education for all sectors of the population, with a particular emphasis on marginalized people such as girls, children from rural areas, and those from low-income households. This can be accomplished by constructing more schools, upgrading infrastructure, providing transportation, and adopting policies encouraging enrolment and removing barriers.
2. *Improve Teacher Training and Professional Development:* Improve teaching quality by investing in teacher training programs and offering ongoing professional development opportunities. Focus on hiring and keeping talented teachers, enhancing their pedagogical abilities, and providing them with appropriate teaching methodologies to address the requirements of different students.
3. *Update Curriculum and Pedagogy:* Revise the curriculum to make it more relevant, inclusive, and relevant to the demands of the twenty-first century. Incorporate new teaching approaches, critical thinking skills, problem-solving, and digital literacy into the curriculum. Encourage active, student-centered learning methods that promote creativity, cooperation, and independent thinking.
4. *Enhance Educational Infrastructure:* Invest in the construction and renovation of educational infrastructure, such as classrooms, libraries, laboratories, and technological centers. Assure that schools have appropriate resources and

facilities, such as textbooks, learning materials, and technology tools, to enable successful teaching and learning.

5. *Strengthen Technical and Vocational Education:* Develop and enhance technical and vocational education and training programs to provide students with marketable practical skills. Collaborate with companies and employers to link technical and vocational education and training programs with job market demands and to give students internship and apprenticeship opportunities.
6. *Promote Girls' Education:* Implement focused programs and policies to encourage girls' education and eliminate cultural and social barriers to schooling. Raise community awareness about the value of girls' education and involve parents, religious leaders, and local stakeholders to promote and encourage girls' enrollment and retention.
7. *Enhance Education Governance and Funding:* Improve education governance and administration for effective policy implementation, monitoring, and evaluation. Provide adequate educational budgetary resources, prioritize education spending, and promote transparency and accountability in how monies are spent.
8. *Develop Partnerships and International Collaboration:* Seek international assistance and alliances to help Afghanistan's educational reform efforts. Collaborate with international organizations, non-governmental organizations, and funders to combine resources, expertise, and best practices in education and foster knowledge sharing.

Conclusion

The study revealed that from 1875, the educational system in Afghanistan was moving towards modernity until the 1960s, but after that, it carried ideological messages and stopped moving forward. During the Russian occupation, the education system played a central role in conveying the message of socialism. During Mujahedeen and Taliban rule, education conveyed the message of Jihad and fundamental Islamism.

According to the study, from 2001 to 2021, considerable work has been done in the reopening, constructing, and rebuilding of schools and other educational institutions. New textbooks have been prepared for schools, and the Ministry of Education has appointed a permanent supervisory board to evaluate the quality of teaching in schools and administrative departments. The Ministry of Higher Education has created a strategic plan and established a Quality Assurance Committee to monitor the scientific progress of the faculties and the quality of education and departments in the universities.

The study focused on some segments of education reform in Afghanistan. It analyzed the improvement of education, women's education, challenges of education, employment of graduates, and challenges of the hiring process. The study was conducted in Afghanistan. Both secondary and primary data are used for the study. Secondary data sources were books, journals, available archives, and sites, and primary data was collected by questionnaire. A sample of 350 respondents was selected through stratified random sampling among students, P.G. graduates, teachers, and stakeholders.

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